

ST REGIS ACADEMY

NEWSLETTER

11th July 2025



FLOURISH

MESSAGE FROM MR PARRY

As we move into the final week of the academic year, we have lots to celebrate here at St Regis!

This week, we had a team of Year 9 students pitching their winning project, "Drop the knife and pick up the mic", at The National Careers Challenge (TNCC) Grand Final in London. The team came up against teams from some of the top schools in the country and did remarkably well.

We also had incredibly strong representation at the Wolverhampton Connect-Ed Sports Awards Evening at Grand Station. We had numerous nominations for students from each year group and the PE department achieved the Impact Award 2025 to recognise the impact our amazing PE department has on our students, the extra-curricular opportunities they offer and the primary school links that have been developed.

This week, the PE department also received the exciting news that they have secured sponsorship for a new football kit from the Italian restaurant in Tettenhall (Atelier Del Cibo). Thank you so much!

Finally, last night, our Performing Arts department put on a wonderful evening showcasing the creative talents of our students with a selection of dance, drama and musical performances. The evening culminated with a performance from our amazing M.O.R.E gospel choir, who had already performed earlier this week on Monday evening at St Michael's church school's music concert and on Wednesday at the Molineux for the Three Spires Trust Inclusion conference.

A busy but incredibly positive week! Next week, the final week of the academic year, includes rewards day and our school church service, which are always enjoyable events.



Mr Parry
Principal



**ST REGIS STARS
OF LAST WEEK!**

YEAR 7 – Priyanshi S.
YEAR 8 – Vedant S.
YEAR 9 – Jesse G-W.
YEAR 10 – Darasimi O.
YEAR 12 – Adrian M.

CHESTER – Bethiah S.
LICHFIELD – Priyanshi S.
WORCESTER – Vedant S.
**HOUSE OF THE WEEK
IS LICHFIELD!**



Year 7 had a fantastic time at Warwick Castle this week and witnessed a jousting spectacular!

Connect Ed Sports Awards Evening



St Michael's Church Anniversary Celebrations 70th



END OF YEAR INFLATABLES FUN CELEBRATION



BOUNCY CASTLE



SUMO SUITS



INFLATABLE
BASKETBALL



BUBBLE FOOTBALL



ARMY ASSAULT
COURSE



RODEO BULL



BUNGEE RUN

15TH JULY



BUNGEE RUN



PLEASE WEAR PE KITS
BRING WATER BOTTLES



MORE INFORMATION TO FOLLOW

VR EXPERIENCE REWARDS TRIP



16TH JULY

TOP 15 STUDENTS FROM EACH YEAR GROUP

CRITERIA: EXCELLENT ATTENDANCE,
PUNCTUALITY, BEHAVIOUR RATIO AND
ATTITUDE TO LEARNING

MORE INFORMATION TO FOLLOW



Helping children navigate grief with understanding and care

As children grow, their understanding of life and of loss deepens. The death of someone close, whether a family member, friend, teacher or someone in the public eye, can have a significant impact.

Grief during adolescence is complex. While older children may seem more independent or emotionally mature, they still need consistent care, guidance and opportunities to process what they're feeling.

Understanding grief in adolescents

Teenagers, and those nearing their teens, are at a unique stage of development; forming their identity, seeking independence and navigating big emotions. When they experience loss, their grief may be shaped by:

- a growing understanding of death's finality
- big, sometimes overwhelming, emotions like guilt, anger, anxiety or numbness
- questions about meaning, fairness and faith
- concern about the impact on friends and family
- reluctance to share feelings for fear of upsetting others or appearing 'weak'.

Some young people may seem to shut down, while others become more reactive. Both are natural responses. Grief is not linear - your child's emotions may come and go in waves.

When to seek additional support

While grief is a normal response to loss, sometimes teenagers need extra help. You might consider talking to your GP if your child:

- talks about self-harm, hopelessness or not wanting to be here
- struggles with daily functioning for more than a few weeks
- becomes highly withdrawn, aggressive or anxious
- is using risky behaviours to cope (e.g. substance use, skipping school).

In this issue:

- Supporting your child with bereavement
- What are VPNs?

HOW YOU CAN SUPPORT YOUR CHILD WITH LOSS AND GRIEF

BE AVAILABLE, WITHOUT PRESSURE



Let them know you're there if and when they want to talk. A quiet walk, a car journey or doing something side-by-side can create safe opportunities to talk without making it feel like an interrogation.

LISTEN MORE THAN YOU SPEAK

If your child does talk, try not to rush in with solutions or explanations. What they often need most is someone to listen without judgment, even if what they say is difficult to hear.



VALIDATE THEIR EMOTIONS



Grief can be messy. Let your child know it's okay to feel angry, numb, guilty or even relieved. All these emotions are valid. "It's okay to feel whatever you're feeling. There's no 'right way' to grieve."

BE HONEST AND OPEN

Give clear, age-appropriate information about the death, even if it's hard to talk about. Teenagers often sense when they're being kept in the dark, which can lead to confusion or mistrust.



RESPECT THEIR COPING STYLE



Some teens may want to cry or talk a lot, while others might dive into schoolwork or distractions. Support their natural coping strategies, while gently keeping an eye on their wellbeing.

Keeping your child safe is our number one priority at St Regis Academy.

You can contact your child's Form Tutor, Head

of Year or the Designated Safeguarding Leads if you have any concerns or questions by emailing: admin@stregisacademy.org.

If it is urgent, please call the school and ask for a DSL.

SPOTLIGHT ON SAFEGUARDING

HOW YOU CAN SUPPORT YOUR CHILD

THIS ISN'T ABOUT BLAMING OR BANNING DEVICES; IT'S ABOUT GUIDING YOUR CHILD TOWARD HEALTHY, INFORMED USE OF TECHNOLOGY.

Talk regularly

Keep an open, non-judgmental conversation going. Ask:
"Have you heard of VPNs? Do you know what they do?"
"What do your friends use to get around blocks online?"



Check their device together

Review apps installed on your child's device. Look out for:

- VPN apps (like ProtonVPN, TurboVPN, Betternet, Psiphon)
- apps that don't match their usual interests.



Establish healthy boundaries

Set or review your family's digital expectations:

- when and where devices can be used
- what happens if they want to explore new technology (e.g. they come to you first).



Use parental controls

Check your home broadband settings - some allow you to block VPN use or notify you if one is installed. Tools like Google Family Link or Apple Screen Time can also flag unusual activity.



Teach them why privacy and protection matter

Children benefit from respectful discussions about safety. Help them understand that VPNs:

- facilitate access to harmful content
- can expose their data to strangers
- make it harder for trusted adults to help if something goes wrong.



Helpful resources

- Internet Matters – VPNs and Online Safety

www.internetmatters.org

- Common Sense Media – Parent Guides to Apps and Tools

www.commonsensemedia.org

What is a VPN?

A VPN (Virtual Private Network) hides the user's online activity and location. It creates a private 'tunnel' between the device and the internet, making it much harder for anyone, including parents or schools, to see what websites are being visited.

Many adults use VPNs for privacy or to access overseas content. But when used by young people, VPNs are often used to bypass controls or filters; which can lead to unsafe or inappropriate online experiences.

Why children might use VPNs

Children may use VPNs to:

- get around parental controls or school filters
- access restricted apps or websites
- avoid being monitored on shared devices
- download or stream age-restricted content
- appear as though they're in another country.

This can expose them to inappropriate content, online predators, cyberbullying and privacy risks - often without parents and carers even knowing what's happening.

How children access VPNs

It's easier than many parents and carers realise. VPN apps are often:

- **freely available in app stores** (Apple App Store or Google Play)
- **promoted on YouTube, TikTok or Reddit** by influencers or peers
- **disguised with harmless-looking names** or icons (e.g. weather apps or game boosters)
- **shared among friends at school** who have used them to get around blocks.

Some are advertised as 'free internet', 'unblocker', or 'private browser' - which can sound appealing and even harmless to young users.

Let's work together

If you're concerned or unsure whether your child is using a VPN, please don't hesitate to reach out to us. We're here to help keep your child safe - not only in school, but in their digital life too.

With your support and open communication, we can help young people make smart, responsible choices as they grow up in a connected world.

From the Chaplain...

I wonder what comes to mind when you think of the word 'freedom'? Perhaps at this time of year, foremost in your thoughts is the freedom of the summer holidays and a break from the routine and the demands of work. Or it might be the freedom from ill health, from burdensome responsibilities, from debt or from the weight of other people's expectations. So what has all this to do with God?

Throughout the Bible and particularly in the life of Jesus we see examples of God setting people free; not just from oppression and slavery, but also from illness, disability, hunger, social injustice and, in the case of Peter (Acts 12), from prison. Luke describes the number of guards and chains used to hold Peter in his cell and then tells of him being led out by an angel, his chains mysteriously falling off and iron gates opening before him as if by magic. His miraculous escape seems a feat worthy of Houdini. Meanwhile, according to Luke, the people of the church are praying earnestly to God for Peter and yet, despite their great faith, neither Peter nor those who are praying seem quite able to believe what has happened.

I am reminded of the famous (but probably imaginary) 'fleas in a jar' experiment, in which fleas trapped for a few days learn not to jump higher than the lid of the jar and continue to stay within this limit even when the lid is removed. Though the experiment itself might not actually be true, the analogy is a serious one. Responsibilities, illness and poverty (for example) are very real but we are probably not so helpless as individuals or as society as we might sometimes feel we are. Or we may simply feel that we have fought so many battles that we no longer have the energy and resources to fight another. Perhaps also, like Peter and the early church, we can be slow to recognise where God is already at work.

The last few days of term are a time for us to recognise and celebrate some of the fruits of our hard work this year and then the holiday will come. I hope that it is a time to rest and recuperate and a time when, no longer needing to focus simply on placing one foot in front of the other, we might pause and look up: be encouraged by the view of the way we have already travelled, reconnect with those who travel alongside us supporting us on the way and look ahead with confidence, hope and new determination at the challenges and joys yet to come. Above all, might we be aware of the freedoms and opportunities we have to receive the blessings God intends for us and to play our part in his blessing of others. Amen

